



# HIGHLY SKILLED PROFESSIONAL PROGRAM

**FOR:**  
**Student Achievement**  
**Data Analysis**  
**Fiscal Operations**  
**Management**  
**Governance**  
**Facilities**  
**Instruction/Program/Curriculum**  
**Personnel**

## **New Jersey Department of Education**

Northern Regional Office  
Montclair State University  
Legge House – Normal Ave.  
Upper Montclair, NJ 07043  
(973) 655-2100  
Fax (973) 655-2119

Central Regional Office  
P.O. Box 500  
Trenton, NJ 08625  
(609) 984-6755  
Fax (609) 292-3830

Southern Regional Office  
1492 Tanyard Road  
Sewell, NJ 08080  
(856) 468-5530  
Fax (856) 468-8426

## **Purpose of the Highly Skilled Professional Program**

The New Jersey Highly Skilled Professional Program (HSPP) is an approach to district/school level reform that recognizes that a wide range of professionals from many disciplines can be an excellent resource for districts/schools. Professionals who have distinguished themselves in the practical or research application of educational techniques and processes, business and information technology achievements, as well as management expertise can support various aspects of district/school educational and management performance. These professionals, who have a proven record of success and/or intellectual rigor, provide districts/schools with direct, on-site assistance. Identified professionals assist districts/schools in such areas as strengthening curriculum, data analysis, instruction and/or assessment practices, finance, budget planning, information technology, human resource management, business processes, and overall administration. These professionals, supported by members of the regional and county offices, assist the district and school staffs to improve learning for all children, work toward exceeding the school's improvement goals, and/or establishing generally accepted finance, business and management practices. Those who believe in the power of education and that all children can learn, who also have a proven record of success, are encouraged to participate in this initiative.

## **Recruitment and Selection Process**

The New Jersey Department of Education recruits and selects such individuals as current and retired classroom teachers, professors, school administrators, consultants, experienced managers, business leaders, information technology experts, and human resource professionals. These individuals are recognized as leaders and have shown high levels of professional competence with proven results in their field of expertise, and may represent New Jersey's diverse workforce. The department established professional development standards and objective criteria that are used to select Highly Skilled Professionals (HSPs).

## **Terms of Approval or Endorsement**

The Highly Skilled Professional designation is given to educators, administrators, business professionals and consultants for a two-year period (with an option for a renewal for two additional years). HSPs will have ongoing evaluations by NJDOE staff. Additionally, evaluation data analysis is a factor in the continued approval of the HSP. To ensure renewal of endorsement prior to expiration, a current HSP must submit a renewal application three months prior to expiration of the current approval. The renewal application includes:

1. Any significant changes to the original application
2. A list of districts/schools/other with which the HSP has worked
3. Signed reference form indicating evidence of improved student achievement or implementation of effective technical and/or management processes

## Role of the Highly Skilled Professional

The primary role of the HSP is to develop and design particular professional intervention programs/initiatives tailored to the unique needs of districts/schools. Intervention programs/initiatives developed by the HSP will be necessarily related to positive changes in student achievement results, as well as district administration and management. Selected HSPs assess district data, model lessons/techniques, mentor and assist district/school staff, and assist educational leaders to reduce barriers to student learning. HSPs from disciplines other than education assist districts/schools to establish budget planning and improved management of finances, information technology initiatives, improved human resources management, and other administrative and management tasks at the district or school level. HSPs may be hired by a district or the department for a short period of time to work with a district, or may be resources for professional development opportunities through the Regional offices. Furthermore, the NJDOE will recommend HSPs for professional development opportunities in districts and schools.

## Qualifications of Highly Skilled Professionals

Highly Skilled Professionals can demonstrate the following:

1. That strategies employed lead or have led to positive changes in student achievement results or administrative/management processes;
2. Five (5) years' experience in an identified area of expertise;
3. Knowledge of best practices in area of expertise and the ability to transfer best practice ideas to multiple environments;
4. Ability to work with peers, work collaboratively to solve problems, and analyze data;
5. Strong work ethic, personal integrity and good judgment;
6. Demonstrated leadership

## Assistance Provided by the Regional Office

The Regional Office staff is available to respond to any questions or concerns with regard to the Highly Skilled Professional initiative. The Regional Office is also available as a resource to contact other NJDOE staff and New Jersey school districts on matters related to the HSPP.

## Application New Jersey Highly Skilled Professional Program

Applicants are required to complete and return the attached application (pages 12-14) and Confidential Questionnaire to: **New Jersey Department of Education**

Northern Regional Office  
Montclair State University  
Legge House – Normal Ave.  
Upper Montclair, NJ 07043  
Fax (973) 655-2119

Central Regional Office  
P.O. Box 500  
Trenton, NJ 08625  
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Southern Regional Office  
1492 Tanyard Road  
Sewell, NJ 08080  
Fax (856) 468-8426

In addition to the application and references, please provide the following items to our office in order for your application to be processed:

**\*Please note, if the department has had direct experience with or can attest to your skills, you are exempt from completing #2 and #3 below. (However, the Department Staff member must be one of your references.)**

- 1) A resume citing work history, professional experiences and leadership roles which would support your involvement in the Highly Skilled Professional Program;
- 2) \*Completed Response Prompts from the next page and
- 3) \*If you are currently working as an educator or staff developer, indicate dates and times when members of the Department might observe you delivering a portion of a lesson or a professional development session.

NOTE: Applicants may wish to review the New Jersey Professional Development and Teaching Standards in preparation. See Addendum A

## Response Prompts

Instructions: To respond to the following statements/questions, please type using 12-point font and do not exceed two pages for all responses.

1. Use Items a-g below to identify and describe the program(s)/business initiatives which you have planned and implemented/presented. (Please be sure to include information for each program or skill for which you seek approval/endorsement.)
  - a) Summarize, in one paragraph, the type of program(s)/initiatives implemented/presented.
  - b) What specific need(s) and/or finance or administrative issue(s) was (were) targeted?
  - c) State the amount of time spent on site and describe any time or resource limitations.
  - d) Who was the target audience – (teachers & grade span, staff, managers, administrators, BOE, etc.)?
  - e) Timeframe for delivery and implementation of assistance.
  - f) Evidence of success and/or student achievement results.
  - g) Core Curriculum Content Standard area addressed, if applicable.
2. Please describe in detail the implementation process you used/presented, being sure to include the following essential criteria for implementing any program/initiative:

<ol style="list-style-type: none"><li>a) Pre-assessment</li><li>b) Research-based criteria</li><li>c) Methodology</li><li>d) Time frame</li><li>e) Products/material</li></ol>	<ol style="list-style-type: none"><li>f) Instruments used to measure change</li><li>g) Change results (including changes in disaggregate groups if applicable)</li><li>h) Follow-up</li></ol>
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3. Describe your technical skills associated with:

- a) Needs assessment
- b) Data analysis
- c) Research-based practice(s)
- d) Collaboration and team-building
- e) Budgeting
- f) Resource allocation

**Note:** Be sure to differentiate between school- and district-level programs and relate the skills to either improvements in student achievements or to an organization's financial, administrative or management functioning.

# Highly Skilled Professional Program

## ADDENDUM A

### Professional Educational Development Standards

The list below includes professional development standards for the HSPP. For a more in-depth break down of the Standards for Professional Development, please visit <http://www.nj.gov/njded/profdev/standards.htm>).

- 1) Enhances knowledge of subject content
  - New Jersey Core Curriculum Content Standards
  - National standards
- 2) Improves understanding of the academic, social, emotional, and physical needs of each learner and ensures that Professionals utilize appropriate teaching skills to enable students to meet or exceed their potential
  - Student-centered
  - Recognizes the alignment between different grade levels and develops techniques to ease the transition to higher grade levels
- 3) Reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching learning and leadership
  - Research-based
  - Data-driven
- 4) Encourages Professionals to develop a variety of classroom based assessment skills
- 5) Provides for integrating new learning into the curriculum and the classroom
- 6) Is based on knowledge of adult learning and development
  - (e.g. multiple intelligences, learning styles, connections to work, feedback, guided practice, reflection, analysis of data and impact, networking)
- 7) Is periodically assessed to show its impact on teaching practice and/or student learning
- 8) Results from clear, coherent, strategic planning that is embraced and supported by the districts governing body and by all levels of the school system
  - Tailored to meet the needs of a district/school
  - Aligned with NJ goals and priorities
  - Planned collaboratively
- 9) Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators
  - Develops leadership capacity of teachers, administrators, and others in the school community
- 10) Is supported by the intellectual and financial commitment which enables the achievement of professional development plans
- 11) Is supported by sufficient time during working hours to engage in collegial consultation and learning and to support professional development
  - Job-embedded
  - Includes follow-up ( e.g. action research, study groups, online/collegial support networks, mentoring, coaching, modeling, demonstration, feedback, reflection, peer review, collaborative problem-solving, analysis of student work)
- 12) Empowers educators to work effectively with parent and community partners

# Highly Skilled Professional Program

## ADDENDUM B

### Rubrics

\* Rubrics adapted from Kentucky Department of Education.

Professional Development (PD) Standards	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited level of development and implementation	1 Little or no level of development and implementation	RATING #
<b>Standard 1: Professional Development (PD) is aligned with NJ goals and priorities; NJ CCCS; and NJ Professional Development Standards (Addendum A)</b>	<p>There is a cohesive relationship among the goals, priorities and standards. Standards intentionally anchor PD and provide the framework throughout all planning phases.</p> <ul style="list-style-type: none"> <li>•Data collection from needs assessment</li> <li>•Design of PD</li> <li>•Implementation of PD</li> <li>•Evaluation of PD</li> </ul>	<p>Standards and priorities intentionally anchor PD and provide the framework throughout all planning phases.</p> <ul style="list-style-type: none"> <li>•Data collection from needs assessment</li> <li>•Design of PD</li> <li>•Implementation of PD</li> <li>•Evaluation of PD</li> </ul>	<p>PD is connected to the standards' purpose or intent, but not as the anchor and framework throughout all planning phases.</p> <ul style="list-style-type: none"> <li>•Data collection from needs assessment</li> <li>•Design of PD</li> <li>•Implementation of PD</li> <li>•Evaluation of PD</li> </ul>	<p>PD loses focus of the goal, priority, standard and the intent of the PD.</p> <ul style="list-style-type: none"> <li>•Data collection from needs assessment</li> <li>•Design of PD</li> <li>•Implementation of PD</li> <li>•Evaluation of PD</li> </ul>	
<b>Standard 2: Professional Development is job embedded and includes follow-up</b> ( <i>e.g., action research, study groups, online/collegial support networks, peer interaction, peer review, mentoring, coaching, modeling, demonstration, collegial feedback, personal reflection, collaborative-problem solving, analysis of student work, self directed learning</i> ).	<ul style="list-style-type: none"> <li>▪ PD emphasizes sustained job-embedded structure, provides for supportive networks, continuous reflection, evaluation, and follow-up that results in job-embedded learning focused on the daily work of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ PD uses job-embedded standards that provide supportive networks, continuous reflection, evaluation and follow up that result in job-embedded learning focused on daily work of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ PD is recognized as a continuous activity but is only viewed in traditional delivery models.</li> </ul>	<p>PD is a recognized activity, but is only viewed in traditional delivery models.</p>	
<b>Standard 3: Professional Development focuses on what learners are to know and be able to do to support student learning and well being based on:</b> •National Staff Development Council	<ul style="list-style-type: none"> <li>▪ The content provides an in-depth study of significant concepts and issues defined by and aligned to the standards within a system</li> </ul>	<ul style="list-style-type: none"> <li>▪ The content provides an in-depth study of significant concepts and issues where performance expectations for</li> </ul>	<ul style="list-style-type: none"> <li>▪ The content provides concepts and issues that align with the standards.</li> <li>▪ Performance expectations for the</li> </ul>	<p>The content is identified.</p>	

Professional Development (PD) Standards	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited level of development and implementation	1 Little or no level of development and implementation	RATING #
Standards ( <i>e.g., content, leadership, teacher, safety, transportation, nutrition, health</i> ) <ul style="list-style-type: none"> <li>•NJ CCCS</li> <li>•Academic Expectations</li> <li>•Program of Studies</li> <li>•Student Performance Standards</li> <li>•Character Education</li> <li>•District/school aligned curriculum</li> </ul>	supportive of teaching and learning.	learning are defined by and aligned to the standards.	learning are identified.		
<b>Standard 4: Professional Development actively engages learners in the use of effective, varied, and research based practices to improve student and staff performance and reduce barriers to learning.</b> ( <i>e.g., inquiry-based learning, investigation, work backwards, act out the problem, make a drawing or diagram, employ guess and check, make a model, jigsaw, self monitoring strategy, simulations, formulating a model, invention, questioning, wait time, restate in own words, break into smaller steps, goal setting, experimentation, debate, reciprocal teaching, writing process, story maps, structured note taking, think aloud, round robin, pairs check, inside-outside circle, manipulatives, data collection tools, time lines, picture clues, sequence chains, compare/contrast matrix, concept mapping, Venn diagrams, advanced organizers, checklists, community based instruction, bus safety, and safe</i>	<ul style="list-style-type: none"> <li>▪ PD is purposeful and intentional in selection of research-based practices and learning activities focused on the relevance to learner needs.</li> <li>▪ Participants have multiple, sequenced opportunities to engage in modeling, guided feedback, and application of learning in authentic contexts over time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ PD is purposeful and intentional in the selection of research-based practices and learning activities focused on the relevance to learner needs.</li> <li>▪ Participants have the opportunity to engage in modeling, guided feedback, and application of learning in authentic contexts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ PD includes a variety of research-based practices.</li> <li>▪ Participants practice the strategies.</li> </ul>	PD includes practices that lack focus on learner needs or intended results. Strategies are primarily presenter directed.	

Professional Development (PD) Standards	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited level of development and implementation	1 Little or no level of development and implementation	RATING #
<i>physical management).</i>					
<b>Standard 5: Professional Development develops leadership capacity of teachers, administrators, and others in the school community</b> <i>(e.g., instructional leadership, organizational direction, collaborative decision making, analysis and use of data, planning, community partnerships, and creating a learning culture).</i>	<ul style="list-style-type: none"> <li>▪ The design promotes professional growth of all relevant leadership roles to guide continuous instructional improvement, sustained learning communities and support adult learning and collaboration</li> <li>▪ The design establishes a system to sustain opportunities for networking and problem solving over time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The design promotes professional growth of all relevant leadership roles to guide continuous instructional improvement, sustained learning communities and support adult learning and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The design includes content for leadership or selects roles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The design does not include developing leadership capacity.</li> </ul>	
<b>Standard 6: Professional Development is data and results driven.</b>	<ul style="list-style-type: none"> <li>▪ Relevant data is used systematically and intentionally in planning, providing feedback during delivery, and the evaluation of impact during and after implementation. Data is comprehensive and comes from a variety of sources.</li> <li>▪ A comprehensive evaluation focuses on acquisition or refinement of knowledge and skills, the impact of learning on practice and the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relevant data is systematically used in planning, providing feedback during delivery, and the evaluation of impact during and after implementation.</li> <li>▪ The evaluation focuses on acquisition or refinement of knowledge and skills and the impact of learning on practice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data is used in some of the following stages: planning, providing feedback during delivery, and the evaluation of impact during and after implementation.</li> <li>▪ The evaluation focuses on participant satisfaction with the PD.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data is not used.</li> </ul>	

Professional Development (PD) Standards	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited level of development and implementation	1 Little or no level of development and implementation	RATING #
	impact of practice on student learning.				
<b>Standard 7: Professional Development fosters an effective learning community, which supports a culture and climate conducive to performance excellence.</b>	<ul style="list-style-type: none"> <li>PD is organized around shared interest, shared responsibilities, joint work, and thoughtful inquiry and reflection that support continuous examination and refinement of practice.</li> <li>PD provides the opportunity and tools for sustaining the learning community at the district and school levels.</li> </ul>	<ul style="list-style-type: none"> <li>PD is organized around shared interests, shared responsibilities, joint work, and thoughtful inquiry and reflection that support continuous examination and refinement of practice.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development provides opportunities for learners to be engaged in discussion, reflection and examining practice.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development involves isolated, discrete learning tasks with limited or no opportunity to collective inquiry and examination.</li> </ul>	
<b>Standard 8: Professional Development facilitates the removal of barriers to learning in an effort to meet each student's needs</b> ( <i>e.g., intellectual, social, career, cultural, and developmental</i> ).	The design is culturally responsive and evidences differentiated instruction intentionally matched to meet individual student needs. It provides a catalyst for change through thoughtful examination of practice.	<ul style="list-style-type: none"> <li>The design is culturally responsive, evidences differentiated instruction and provides a catalyst for change.</li> </ul>	<ul style="list-style-type: none"> <li>The design identifies barriers to learning and includes varied learning tasks.</li> </ul>	<ul style="list-style-type: none"> <li>PD does not address removal of barriers to learning.</li> </ul>	
<b>Standard 9: Professional Development is planned collaboratively</b> ( <i>e.g., between grade levels—PreK to 16, subject areas and schools</i> ); <b>and organized to maximize the collaborative use of all available resources to support high student and staff performance</b> ( <i>e.g., planning, time, staff, technology, funding sources</i> ).	<ul style="list-style-type: none"> <li>PD collaborative planning is intentionally organized around shared goals and joint work.</li> <li>PD resources are deliberately maximized.</li> <li>Technology is used extensively to support and enhance</li> </ul>	<ul style="list-style-type: none"> <li>PD collaborative planning time is regularly scheduled to allow collaboration among staff.</li> <li>PD resource allocations are pooled.</li> <li>Technology is intentionally used to support and enhance</li> </ul>	<ul style="list-style-type: none"> <li>Planning time is occasionally scheduled to allow collaboration within staff.</li> <li>There is some pooling of PD funding.</li> <li>Technology used minimally to</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative planning time is not available.</li> <li>Financial resources available for PD are not pooled.</li> <li>Technology is not deliberately used to support and enhance</li> </ul>	

Professional Development (PD) Standards	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited level of development and implementation	1 Little or no level of development and implementation	RATING #
	collaboration.	collaboration.	support/enhance collaboration.	collaboration.	
<b>Standard 10: Professional Development fosters a comprehensive, long-range change process that communicates a clear purpose, direction, and action plan to support teaching and learning.</b>	<ul style="list-style-type: none"> <li>▪ The long-range comprehensive plan permeates the collective work of all members in the organization.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A common agenda outlines comprehensive, long-range plan aligned to needs and priorities relative to what staff needs to know based on expectations for students. Clear guiding or essential questions focus the PD.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The agenda and action plan describes the content and states the purpose.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The agenda and action plan loses the focus, purpose, and direction agency.</li> </ul>	
<b>Standard 11: Professional development is grounded in the critical attributes of adult pedagogy</b> ( <i>e.g., multiple intelligences, learning styles, choice, connections to work, guided practice, feedback, processing and integrating time, implementation in job setting, analysis and follow-up of results, brain research, peer interaction, peer review, peer observations, mentoring, personal inquiry and self-reflection, support system, collegial networks</i> ).	<ul style="list-style-type: none"> <li>▪ The design engages learners in challenging and complex-learning experiences focused on solving specific job-related issues with colleagues.</li> <li>▪ Learners are involved in the development of learning experiences and focusing the purpose of learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The design engages learners in the selection and choice of challenging and complex-learning experiences focused on solving specific, job-related issues with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The design engages learners in learning experiences focused on solving general issues provided by the presenter.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The design has learners participate in learning tasks.</li> </ul>	
<b>TOTAL</b>					

# Application

In addition to completing the following form, prospective Highly Skilled Professionals will be interviewed by NJDOE representatives and may be observed in delivering the program proposed. Please complete the following about your portfolio:

<b>BACKGROUND DATA</b>			
Name:		Title:	
Address:		Company/Ed. Institution:	
Years in School District/Years Experience in Designated Field:		Years of experience in NJ:	
Phone (W):		Fax:	
e-mail:		Website:	
<b>REFERENCES</b>		<b>Note:</b> Please list three professional references regarding your qualifications for the designation of Highly Skilled Professional. Provide these references with a copy of the Confidential Reference Questionnaire which accompanies this application.	
Name:		Title:	
Address:		Company/School:	
Phone (W):		Fax:	
e-mail:		Website:	
Name:		Title:	
Address:		Company/School:	
Phone (W):		Fax:	
e-mail:		Website:	
Name:		Title:	
Address:		Company/School:	
Phone (W):		Fax:	
e-mail:		Website:	

**PLEASE READ AND SIGN THE FOLLOWING STATEMENT:**

- By applying for the New Jersey Highly Skilled Professional Program, I am participating in a selection process and may not be provided with feedback for personal growth and/or professional development needs. Further, I will respect the integrity and fairness of the process and those associated with it. In the event that I am selected and accept the title of Highly Skilled Professional, I agree to perform the duties as outlined by the NJDOE.
- All the information contained in this application is true and accurate.
- I am willing to travel to schools/districts within the State of New Jersey that have expressly stated intent to utilize my services.

I have read and understand fully the responsibilities of the HSP and, if selected, will carry out those responsibilities with the utmost professionalism and integrity. I understand that failure to comply with any of the above statement may constitute my removal from the Highly Skilled Professional Program.

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Signature of Candidate

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Date

## Confidential Reference Questionnaire

Please use this form to submit your recommendation for the applicant for the New Jersey Highly Skilled Professional Program. Please note: The Confidential Reference Questionnaire consists of two pages. Please complete pages 1-2 and return to the address below. This reference questionnaire should be completed ASAP. References will be accepted on a rolling basis. These are confidential and are not shared with the applicant. They are to be e-mailed, faxed or mailed to:

### New Jersey Department of Education:

Northern Regional Office  
Montclair State University  
Legge House – Normal Ave.  
Upper Montclair, NJ 07043  
(973) 655-2100  
Fax (973) 655-2119  
[Joyce.greco@doe.state.nj.us](mailto:Joyce.greco@doe.state.nj.us)

Central Regional Office  
P.O. Box 500  
Trenton, NJ 08625  
(609) 984-6755  
Fax (609) 292-3830  
[mary.sherwood@doe.state.nj.us](mailto:mary.sherwood@doe.state.nj.us)

Southern Regional Office  
1492 Tanyard Road  
Sewell, NJ 08080  
(856) 468-5530  
Fax (856) 468-8426  
[Kathy.padulese@doe.state.nj.us](mailto:Kathy.padulese@doe.state.nj.us)

Name of applicant: \_\_\_\_\_

Title of Applicant's Organization \_\_\_\_\_

☐ I waive my right to review this  
Recommendation

☐ I do not waive my right to review  
this Recommendation

Applicant Signature \_\_\_\_\_

Relationship to 'Highly Skilled Professional' applicant (circle appropriate category)

Supervisor

Colleague

Other \_\_\_\_\_

How long and in what capacity have you known the applicant?

Please attach a separate sheet to comment on three of the qualities listed on the following page that you feel are the candidate's strongest assets. Be sure to use specific examples, including examples related to improvements in student achievement, if applicable, or problem solving skills, management, information technology, finance or business skills, and ability to give ownership to the team/school/district. Describe the interpersonal skills you have observed which you believe enable him or her to successfully help others to improve.

## Confidential Reference Rating Sheet

Please rate the candidate in the following areas by checking (✓) the appropriate column. Each column represents the percentage which best describes the candidate in relation to all of the consultants/ teachers/administrators with whom you have worked.

Skill/Dimension	Top 1%	Top 5%	Top 10%	Top 20%	Top 50%	Not Observed
1. Presentation skills						
2. Facilitation skills						
3. Knowledge of best/effective practices with proven results						
4. Motivational skills (actively engages staff)						
5. Ability to work with diverse groups						
6. Organizational skills						
Effective work ethic						
7. Oral communication skills						
8. Communicates a clear purpose, rationale, and action plan						
9. Provides job-embedded activities as well as follow-up						
10. Regularly assesses effectiveness of plan/program/action						
11. Tailors program to local needs						
12. Engages various stakeholders						
13. Develops an effective, collaborative learning community						
14. Effectively develops capacity in constituents						
15. Actively engages constituents in the use of proven effective practices						
16. Time management skills						
<b>Educational Professional</b>						
17. Skill to analyze and interpret data (including NCLB disaggregate data)						
18. Links teaching and learning						
19. Effects positive changes in student achievement results						
20. Demonstrates knowledge of the NJCCCS						

Person Completing the Form:	
Title/Position:	
Work Address:	
Work Phone:	
Signature:	<div style="display: flex; justify-content: space-between;"> <div></div> <div>Date:</div> <div></div> </div>

